

First term has passed by very quickly with lots happening in and out of classrooms. Friday morning breakfast club has once again been very popular with the children enjoying the social aspects of the morning. Side-by-side has also had a very positive start to the year. The children are currently getting reading for Stuart's Cup with the Grade 6 students leading the preparations. Coming up next week will be the Grade 1 & 2 dinner, followed by the Grade 2 sleepover. Looking forward to the beginning of next Term, the Grade 3 and 4s are excited about Camp Rumbug; while Grade 5 and 6 are looking forward to their Urban Camp.

Grade Prep G: Ms Claire Guy

- **Maths** - Continue and describe a repeating pattern, describe what a shape is and use the relevant language associated with shapes, explain differences in shapes, can sort and order materials in respect to length, making numbers to 10 in different ways and writing numerals 0-10
- **Reading** - Shared reading - whole class and small group. Students' understanding their role in teaching groups. Working independently without interrupting teaching group. COMPREHENSION: 1. Make Predictions from Title 2. Think Through Book First: Turn on Schema. Gold and Red M100Ws.
- **Writing** - Attempting some writing to match a picture drawn (using word wall for high frequency words and student names, hearing initial sounds in words and recording a letter to represent these. Making a page for the Bucket Filling book for a peer each week. Modeled and Shared writing about shared experiences.
- **Inquiry** - We are Self Managers (continued - being responsible for our own action, looking after our belongings), We are Researchers (How can we find out what we want to know - at home and school?)
- **SEL** - Introduction of Bucket Filling book for student who receives award (made by classmates), Smiling Mind Meditation, Mindful Movements, Introduction of Catastrophe Scale to help determine how severe our problems are.

Grade 1LT: Ms Emma Lester & Ms Sarah Thurgood

- **Maths** - Students have been working on data and graphing with Sarah on Fridays. Mon- Thurs We have been focussing on applied counting skills as a precursor to place value tasks with the 'ten-ness' of numbers being emphasised as a way for students to count accurately and efficiently. We have also been comparing numbers and beginning to justify why one number is larger than another (again a precursor to place value). Students are also in the process of working through the Mathematics Online Interview - counting assessment to inform differentiated teaching practise and set individual goals.
- **Reading** - Establishing independent reading routines - what does independent reading look like? How to choose appropriate at-level texts and revising comprehension including retelling the main ideas from a text, inferring how a character may be feeling and visualising (making a mental picture). We have also been revising accuracy strategies including; stretching sounds in a word, skipping a word and coming back, chunking the word. Students are also beginning to work in small shared reading groups and the focus is different for each group - however they are grouped in mixed ability groupings with a common focus i.e decoding, retelling, etc.
- **Writing** - Recount genre - Students have been learning about the structure of recounts (orientation, main events in sequence and personal comment) and how we can use a plan in the writing process to help us develop ideas. Some students have also been focussing on editing their writing effectively, checking for all main parts of the recount structure and secretarial aspects such as capital letter, full stops, etc.
- **Inquiry** - qualities of effective learners - fixed vs growth mindset (class dojo + mojo): Students have been working through Mojo- class dojo sessions with preps to discuss and develop ideas around growth mindset and how this can benefit our learning. We have also been investigating the qualities of effective learners through the assets, in particular, we are self-managers - students have investigated what strategies self-managers use and how this can benefit learning.
- **SEL** - Students have revised bucket filling from last year and use this analogy to express their emotions appropriately. We have also investigated why we get angry and how it feels in our bodies - we have learnt a number of calming strategies to use when we feel angry before we try and express our feelings verbally. We have also spoken about as a point of need lesson people we can talk to if we are made to feel uncomfortable by a persons words or actions. Lastly we are currently investigating how we can 'read' body language and facial expressions to help us understand how someone is feeling.

Grade 2H: Mr Peter Helms

- **Maths:** Number: Counting and Place Value. Measurement: Telling analogue and digital time.
- **Writing:** Writing with description and detail. Handwriting (directionality and letter size).
 - Spelling: M100 words-focus on visual strategy.
 - Onset and rime.
 - Developing metalanguage eg. Sounds, letters, vowels, syllables
- **Reading:** Comprehension - Retelling main events from a story in order.
 - Phrasing/awareness of punctuation
 - Solving unknown words in text using different strategies.
- **Inquiry:** 'How can I be healthy?'

Grade 3/4 R & GG: Ms Donna Russell / Ms Kath Gilbert Ms Donna Giliam

- **Maths:** Number: Place Value has been our major learning focus this term: Representing numbers and understanding how the value of a digit is determined by its position in a number. Data: representing and critically interpreting data has been our non-number focus.

- **Writing:** Understanding the structure and language involved with Persuasive writing. Revising and building on our editing skills.
- **Reading:** Developing reading fluency and expressive reading is a major focus for grades 3 /4. Demonstrating deeper comprehension and understanding about the texts we are reading will continue to be a focus for the remainder of Term One.
- **Inquiry:** Learning about, and using the '5 Learning Assets': We are ... Self-Managers, Communicators, Thinkers, Researchers, & Collaborators. These assets are being put to use as the children begin a self-chosen inquiry about Space.
- **SEL:** The grade 3 /4s have been working together this term to investigate why we come to school and what role we all have in our learning.

Grade 5/6H: Mr Peter Harris

- **Maths** - Our Mathematics focus is slowly shifting from place value to addition and subtraction, using real-life contexts to demonstrate our understandings. We will finish up some of our place value topics that require further development, such as negative integers and number lines over the next week.
- **Reading** - After completing our Fountas and Pinnell assessment students have been working on developing their comprehension understandings. This term this is being achieved by making connections to non-fiction texts and inferring reading tasks.
- **Writing** - Students will be finishing up their narrative writing unit to shift our focus to persuasive writing for the remainder of the term. Within this we have been, and will continue to focus on text structure, punctuation and word choice.
- **Inquiry** - For the remainder of the term we will be completing an Immigration inquiry project, where we discuss and discover change and the impact it has had. This will be a lead into our Urban camp that is on the second week of Term 2, where we will be visiting the immigration museum.
- **SEL** - So far we have been looking at positive coping strategies for students, with our focus shifting to personal strengths. We will discuss what they are, strengths we admire and how we can use and celebrate these strengths.

Science: Ms Donna Giliam

For Science in term one Grade 3/4 GG have organised a Clean up Australia Day Event connecting to their understanding of waste and many hands make light work.

Grade 3/4 R are organising an outdoor learning day where all students will be working outdoor for the day to raise awareness of how much energy we use. This is connected to Earth Hour.

Grade 1/2 have been focusing on transport and CO2 and are organising a ride/walk to school event.

Grade 5/6 have been focusing on habitats around our school and community.

Grade prep have been learning about What we love about earth and what we need to do to look after it.

Drama: Ms Tanya Jackson

In our performing arts classes I have been establishing a safe and encouraging environment in which students can be expressive and creative with their bodies, voice and ideas. The students have been involved in drama activities which utilise improvisation and collaboration skills. Students have also learnt a simple repetitive dance encouraging full body movement and beat placement.

The whole school has learnt a song called "Be a Buddy, not a Bully" which was written by primary school students in aid of tackling the pervasive issue of bullying. Friday March 15th is our National Day of Action Against Bullying and Violence.

Preps have been learning the foundations of music through an interactive music program. They have been focusing on 'Keeping the Beat', as well as pitch, focusing on 'High and Low'. They have shown great enthusiasm using the classroom instruments and body percussion.

Years 1 & 2 have also had time with the instruments. Learning about pitch and the correlating relationship to the size of instrument. They have learnt the musical alphabet and recurring patterns that creates different octaves. They played 'B A G' songs on the glockenspiels.

Years 3 -6 have focused on facial expressions and related emotions. Students participated in partner work and then group discussions about our capacity to demonstrate 'feelings' and portray different characters as actors. Students went on to play some Theatre Sport games, drawing on the skills practised in class.

Years 5 & 6, as well as the previous stated, worked on a new song titled 'You + Me + Us'. This explores the need for unity and inclusion in our schools and our nation. Thursday 21st of March is Harmony Day. The senior students will share this song with the rest of the school as a way to promote positive relationships and acceptance of each other despite any perceived differences.

PE: Mr Braydan Moscript

This term is a big focus on athletics for grades One to Six, as there is the Athletics Sports Day coming up. The children have been participating in track and field lessons, with lesson adaptations begin made for each grade.

Foundation has focussed on learning to play respectfully. There has also been a focus on different beginner movements (jump, skip, hop, sidestep ect) and starting to look at the Fundamental Mother Skills (FMS) of catching and throwing.